

INFORMATION PAPER
MASTER ARMY PROFESSION AND ETHIC TRAINER (MAPET) COURSE OVERVIEW

ATZL-CE
29 MAY 2012

Description:

Master Army Profession and Ethic Trainer (MAPET) Course: The Master Army Profession and Ethic Trainer (MAPET) course conducted at West Point, NY, is a five-day course. All students have completed MAPET pre-requisites training, providing a foundation to enter into deeper discussions and learning during the 5-day MAPET course. The MAPET course is for leaders and trainers who are responsible for advising and supporting their commanders and commandants in managing a professional character development program at an Army school, center, or unit/organization. Graduates are prepared to build and sustain a professional character development program to include instructor development and certification; quality assurance processes; knowledge of the concepts of the Army Profession and the latest theory of professional character development; and knowledge of current instructional methods, techniques, tools and products to support character development. MAPETs are fully prepared to conduct the unit/organizational training and education Train-The-Trainer (TTT) at their school, center, or unit/organization and will be part of an enduring Community of Practice for future collaboration and sharing of current research and instructional resources related to the Army Profession of Arms, Ethic, Culture and character development.

MAPET Objectives:

The MAPET course focuses on three critical areas – mastery of key Army Profession concepts, creation of a unit character development programs, and continued growth in pursuit of their own personal character development. Participants achieve an in-depth level of understanding through presentations and discussions at a graduate level on the core MAPET concepts: *Identity, Civ-Mil Relations, Foundations of the Army Profession, Army Ethic, Army Culture, and Character/Character Development*. Participants also develop a comprehensive unit and/or organizational Character Development Plan that they will use to advise their Commander or Commandant in the implementation of a Character Development Program including tools to train instructors and leaders in support of institution training, education, and professional development. The experience also includes strategies for the participants *themselves* to progress in their own personal journey as Leaders of Character.

Objective 1: Participants will demonstrate their understanding of Army Profession Learning Concepts through small group discussion and reflective practice, writing assignments, and creation of Character Development Plans.

Objective 2: Participants develop a unit/organizational Character Development Program that is specific to their unit/organization, for example, “school house curriculum” and unit training plan.

Objective 3: Participants display their own commitment to character development through personal reflection, small group discussion, in-class behavior, and communication of their own plan for personal character development.

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MAPET Notional Agenda:

Day 1

Time	Titles	Description
0800-0830	Icebreaker / Welcome	Welcome, Housekeeping, Small Group Introductions, Transition from APET to MAPET, Instructional Lead-In
0830-0900	Pre-requisite back-briefs	Students brief pre-requisite Army Profession and Ethic concepts. Students demonstrate knowledge of Army Profession, Professional Character, & Ethical Decision Making, as well as ability to lead small group discussions. Opportunities to both evaluate and deepen knowledge.
0900-0930	<i>MAPET Intent</i>	CAPE Director: Importance of MAPET Course, emerging role in the Army Profession progression.
0930-1100	<i>Professional Identity</i>	Soldier's Identity as a Professional; leader within leadership system; development and lasting change in identity; moving current self to ideal self; self-awareness, life-long learning, and adaptability. This block sets the tone to personalize the course content and engage students in the cognitive AND affective domains.
1100-1130	Small Group Discussion	Review concepts presented in "Professional Identity." What did you learn? How does this relate to YOUR identity? How has your identity developed? How will you continue to develop it? Students will be introduced to a format for Reflective Practice. This first interaction as a small group builds trust.
1130-1300	Lunch	
1300-1400	<i>The Foundations and Attributes of the Army as a Profession</i>	Foundations and attributes of Army Profession (AP) Concepts: Uniqueness of AP - bureaucracy versus profession; Trust, Army Expertise, Honorable Service, Esprit de Corps, and Stewardship of the Army Profession.
1400-1500	<i>Army Culture</i>	Espoused beliefs and values, artifacts, basic underlying assumptions, relation to professional identity, manage cultural transitions, and unit culture/climate.
1500-1600	Small Groups	Students conduct reflective practice on the Army Profession and Army Culture. Students discuss areas of interest and prepare provocative questions for the panel.
1600-1700	Panel Discussion	Panel fields questions from participants generated from earlier lectures and discussions.
1700-1730	Small Groups	Small Group Instructors assign evening homework.
Home Work	<ul style="list-style-type: none"> • Journaling exercise • Reflective practice • Complete unit/organizational assessment job aid • Search CAPE website, identify available training products, assess application to own unit 	

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Day 2

Time	Titles	Description
0800-0815	Greeting	Icebreaker / Admin
0815-0900	Reflective Practice Presentations	Select students present significant learning outcomes from previous day to the class
0900-1000	Unit Culture PE	Small Group exercise in which students will be challenged to examine them and their unit in preparation to draft their unit/organizational character development plans.
1000-1100	<i>Civil-Military Relations</i>	Civil-Military Relations Learning Concepts: Elected leaders, American people, media, statutes/codes, Army roles/responsibilities
1100-1130	Q&A – <i>Civil-Military Relations</i>	Discussion of questions generated during the presentation.
1130-1300	Lunch	
1300-1400	<i>Army Ethic</i>	Army Ethic Learning Concepts: Why We Fight, How We Fight, Ethical Culture and Climate, Values and Ethos
1400-1430	Q&A – <i>Army Ethic</i>	Discussion of questions generated during the presentation
1430-1530	Small Groups	Small Group Instructors facilitate discussion that enables participants to operationalize and personalize Civil-Military Concepts and the Army Ethic. Students conduct reflective practice on these concepts and students break into working groups to prepare for next day’s briefings and continue the day’s learning.
1530-1630	Small Groups	Small Group Instructors explain unit/organizational character development program job aid, expectations, and answer questions. Students draft /update initial outlines of their plans.
1630-1700	Small Groups	Small Group Instructors assign homework for the evening.
Home Work	<ul style="list-style-type: none"> • Journaling exercise • Professional character development plan 	

Day 3

Time	Titles	Description
0800-0845	Greeting & Reflective Practice Presentations	Icebreaker / Admin; select students present significant learning outcomes from previous day to the class
0845-0945	“Living the Army Profession”	Guest speaker provides a key-note address that demonstrates application & increases understanding of culture, climate, civil military relations, and professional identity. This block will help students relate the concepts

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		of the first two days to their own professional careers. The presentation operationalizes Army Profession concepts.
0945-1045	<i>Profession, Character Development, and the Domain of the Human Spirit</i>	Discussion on developing character in terms of the Human Spirit and Spirituality.
1045-1130	<i>Panel Discussion</i>	Panel discussion with the day's presenters
1130-1300	Lunch	
1300-1400	Small Groups: Professional Character Development Program	Participants discuss their concepts /constructs on character and character development. Participants discuss ways to best operationalize these concepts for their unit/organizational Trainers-The-Trainers (TTT) programs.
1400-1500	MAPET Lessons Learned	Lessons learned in implementing Army Profession concepts and Professional Character Development plans. (Establishing a professional character development program, running a unit/organizational training program, evaluating and updating course materials, successes/pitfalls)
1500-1630	Small Groups: Professional Character Development Program	Participants continue discussion & preparation of character development. Participants consider developing a program: Who manages implementation of the course(s)? Who designs and develops the materials? What policies are in place that might have an effect on your program? How are decisions made about revisions? Who makes the revisions?
1630-1700	Small Groups	Small Group Instructors assign homework for the evening, to include take-home exam.
Home Work	<ul style="list-style-type: none"> • Journaling exercise • Complete professional character development plan • Take-home exam 	

Day 4

Time	Titles	Description
0800-0815	Greeting	Icebreaker / Admin
0815-0830	Reflective Practice Presentations	1-2 students present significant learning outcomes from previous day to the class
0830-1000	Professional Character Development Plan Briefs	Students brief their plans to instructor team. (individuals or in buddy teams)
1000-	Large Group Discussion	Course Integrator facilitates discussion on trends /

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1030	– Trends, Feedback	considerations from first two sets of presentations.
1030-1130	Professional Character Development Plan Briefs	Students brief their plans to instructor team. (individuals or in buddy teams)
1200-1300	Lunch	
1300-1400	<i>Research Findings</i>	Findings that led to the APSIs associated with integrating AP concepts in PME/CES and operational unit professional development (OPD, NCOPD, etc.) programs, the need for leader and instructor training, the need to better assessment tools for organizational climate, the need for better synthesis of Army human dimension efforts (AP, Comprehensive Soldier Fitness, SHARP, Hazing/Harassment, certification/evaluation, etc.) are all of interest for MAPETs who will be returning to schoolhouses or units with plans to energize their curricula and programs.
1400-1700	Revise Character Development Plans – Small Groups	Students apply feedback from instructors and peers and information from electives as they continue to develop their plans.
Home Work	<ul style="list-style-type: none"> • Journaling exercise • Revise character development plans 	

Day 5

Time	Titles	Description
0800-0815	Greeting	Icebreaker / Admin
0815-0900	Small Groups - Submit Final CD Plans / Brief Next Steps	
0900-1000	Student Reflections	Students present “What I’ve Learned”
1000-1015	Review MAPET course objectives and student identified needs	Instructors review learning objectives and students’ needs and expectations to evaluate course experience.
1015-1100	Group After Action Review (AAR)	Students fill in written AARs and participate in a large-group discussion.
1100-1300	Certificates / Departure	Formally present course certificates of completion of training. This provides an inspirational conclusion to the MAPET course.

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